ACT Government

Education and Training

User Guide

Pathways website

https://pathways.act.edu.au

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1.0 Introduction

The Pathways website https://pathways.act.edu.au provides a secure online application for Pathways Plans for young people aged 10 to 17 years in the ACT. The website provides young people with structured and sequential online career development and transition activities as well as links to a range of quality online career and transition resources.

The website is an initiative under the ACT Youth Commitment. One of the goals of the ACT Youth Commitment is to ensure the transition from one education setting to another and onto post school options is a smooth and supported experience for young people.

The Pathways website will:

- allow all young people aged 10 to 17 years in the ACT to access a secure (https) password protected online version of their Pathways Plan. Previously the Pathways Plan has been a paper based resource which supported young people in transitions and career development. The online version will continue to do this in a much more contemporary, interactive and flexible format
- ensure that each young person has only **one** Plan that can be updated as their interests, goals and aspirations change over time. It will provide young people with access to convenient, portable interactive learning modules which are accessible at any time or place from a range of devices (smart phones, tablets and desktops)
- help young people develop their career management competencies and support them to transition successfully onto their next education setting and/or post secondary school options, including work, and/or further education and training
- allow young people the choice to share their Plan with others, including their next education setting in person, hard copy or via email. This flexibility aims to improve communication and support between parents, carers, agencies and educational settings who support young people, and ensure a consistent approach to transition planning and career education across all sectors in the ACT.

The ACT Government is committed to working collaboratively to increase the educational engagement, attainment and successful transitions of young people through education, training and/or employment. Pathways website aligns with initiatives that place young people and their career development at the forefront of education and youth agency activities. The Pathways website is a tool that has been developed to support the ACT Education and Training Directorate's (the Directorate) strategy to ensure that 'Every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives'. It also aligns with the Directorate's priority to strengthen parent engagement in education, identified in *Education Capital: Leading the Nation* Strategic Plan 2014-17. The Directorate believes that Pathways Planning is important for all young people and parents/carers and teachers play a vital role in supporting successful transitions for all students.

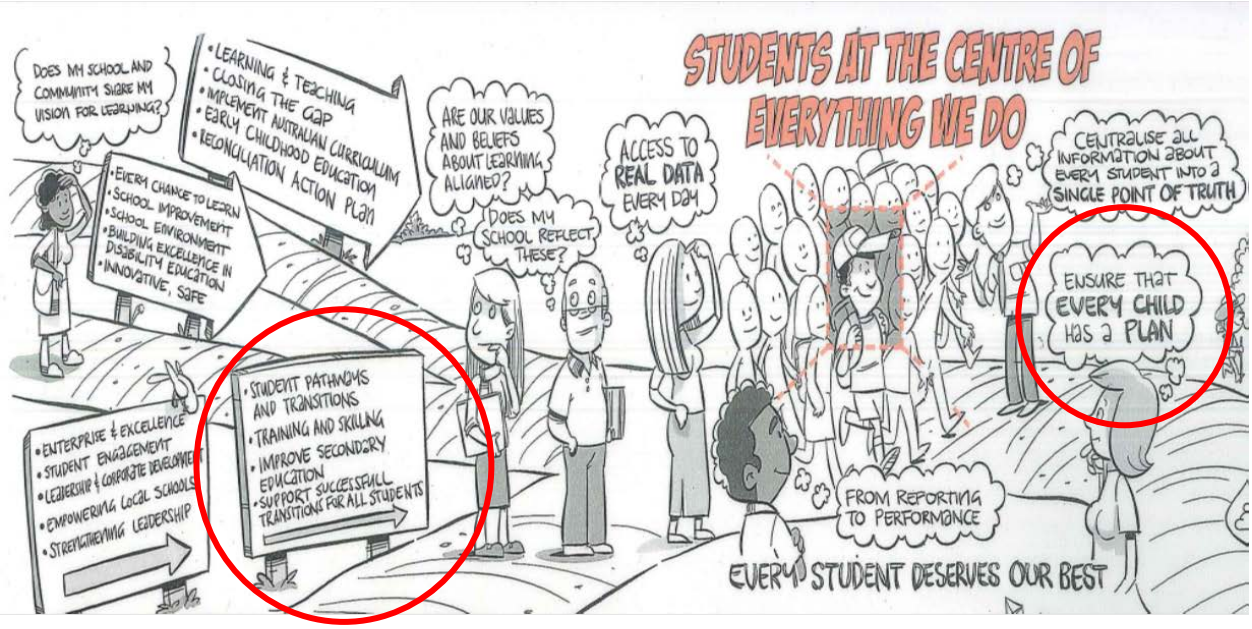

STUDENTS AT THE CENTRE OF EVERYTHING WE DO
DOES MY SCHOOL AND COMMUNITY SHARE MY VISION FOR LEARNING?
LEARNING & TEACHING
CLOSING THE GAP
IMPLEMENT AUSTRALIAN CURRICULUM
EARLY CHILDHOOD EDUCATION
RECONCILIATION ACTION PLAN
EVERY CHANCE TO LEARN
SCHOOL IMPROVEMENT
SCHOOL ENVIRONMENT
BUILDING EXCELLENCE IN DISABILITY EDUCATION
INNOVATIVE, SAFE
ARE OUR VALUES AND BELIEFS ABOUT LEARNING ALIGNED?
DOES MY SCHOOL REFLECT THESE?
ACCESS TO REAL DATA EVERY DAY
CENTRALISE ALL INFORMATION ABOUT EVERY STUDENT INTO A SINGLE POINT OF TRUTH
ENSURE THAT EVERY CHILD HAS A PLAN
STUDENT PATHWAYS AND TRANSITIONS
TRAINING AND SKILLING
IMPROVE SECONDARY EDUCATION
SUPPORT SUCCESSFULL TRANSITIONS FOR ALL STUDENTS
ENTERPRISE & EXCELLENCE
STUDENT ENGAGEMENT
LEADERSHIP & CORPORATE DEVELOPMENT
EMPOWERING LOCAL SCHOOLS
STRENGTHENING LEADERSHIP
FROM REPORTING TO PERFORMANCE
EVERY STUDENT DESERVES OUR BEST

Figure 1: People Practice Performance – Quality teaching and learning for every student every day (Diane Joseph 2012)

1.1 The purpose of this guide

The Pathways website use guide has been developed to support education and youth settings within the ACT to implement Pathways Planning online. It provides information about the roles and responsibilities of the various stakeholders in effectively managing young people's Pathways Plans and provides support documentation to educate users on the functionality of the website and tips for troubleshooting. It can also be used as a guide to help settings who are transitioning from the paper based Pathways Plans to the online web based version.

1.2 What is Pathways Planning?

Pathways Planning provides young people with an opportunity to think about who they are, what they know, where they are going, how they will get there and who can help them.

Pathways Planning aims to:

- engage, enable and empower young people to think about their future
- equip young people with the skills, knowledge and capabilities to successfully manage their own career development and transitions
- provide opportunities for young people to learn about themselves and explore their personal strengths, interests, goals and aspirations
- encourage young people to reflect in order to better understand their career development and future orientation.

1.3 Careers theory and Pathways Planning

Pathways Planning in underpinned by the Cognitive Information Processing (CIP) Theory.

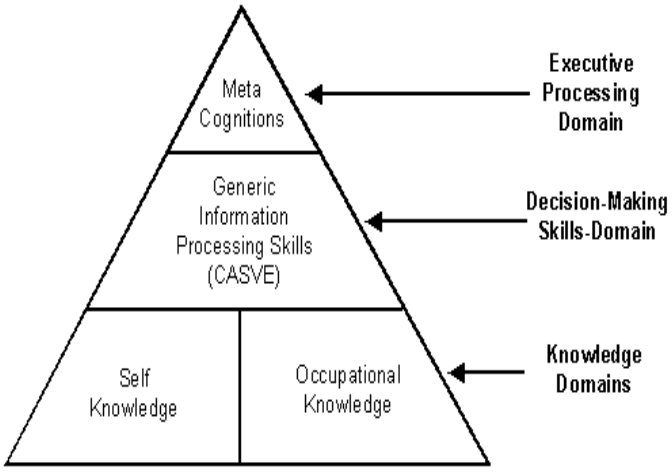


Figure 2: the Pyramid of information processing domains in the career decision making process.

Pathways Planning supports young people to learn about themselves and to gain knowledge to identify opportunities and options. It allows young people to develop skills in goal setting and making decisions and developing future plans. It allows them to develop their cognitive thinking around developing strategies to achieve goals and manage their transitions. It is also important for learning how to evaluate and reflect and analyse the decisions they have made.

Pathways Planning has been targeted to meet the developmental needs of young people and has been mapped against the Australian Blueprint for Career Development (ABCD) competencies (see Appendix B for more information).

1.4 Benefits of Pathways Planning online

Online Pathways Planning will allow young people in the ACT to access their Plan at any time, no matter their age or educational setting. Students who transition to new schools or wish to share the content of their Plan with their support network can do so. The website allows young people to reflect on their career development as they will be able to view their previous Plan after they transition to a new setting.

Pathways online will reduce the amount of administration for Pathways Planning coordinators associated with the paper based format as it will negate the requirement for printing, disseminating, collecting, storing and manually tracking paper based Pathways Plans. The online version will enable more efficient use of resources and a more accessible option for young people.

2.0 Implementation of online Pathways Planning

2.1 A guide for implementation and administration

Pathways is a resource to assist young people aged 10-17 years with their transitions and career development. It is envisaged that the careers advisor or Pathways Planning coordinator will take responsibility for the implementation of Pathways within their education setting and tailor its delivery to suit the needs of the students and their setting. Pathways implementation should be supported by the Principal and implemented as a whole school program.

It is recommended that online Pathways is utilised as a tool by careers advisors, teachers, Pastoral Care executive teachers, youth workers, community service case managers and other adults who support young

people to plan for their future. We recommend that the activities within Pathways are accompanied with career conversations centred on the young person's Plan.

It is envisaged that Pathways will play an important role in encouraging an on-going discussion with young people about career pathways and transitions. It is recommended that Pathways is revisited by young people (at least bi-annually), especially at times of change or transition.

The flexibility of the website allows educational and youth settings to decide how they choose to deliver and implement Pathways.

Some suggested implementation strategies include:

- embedding the website into existing career education programs or curriculum
- establishing it as part of the educational setting's pastoral care curriculum
- utilising the website as part of the setting's careers service and career counselling sessions
- implementing a requirement for parts of the Plan to be completed as part of the transition process
- incorporating Pathways Plans as part of case management for young people
- using Pathways prior to and after key career development and transition milestones such as work experience week, transitioning to another school or attendance at the 'CareersXpo'
- using Pathways in conjunction with existing career development resources
- accessing the Pathways website as part of the learning journey process, three way interviews, orientation week activities, transition interviews, college subject selection night, Individual Learning Plan discussions and mid-year transitions to other educational settings.

It is strongly recommended that Pathways is an integral part of all ACT school's transition programs. Pathways can be utilised as a tool to improve student teacher relationships and provide an opportunity for students to clearly communicate their future plans. The value that Pathways can provide to engage students in their learning cannot be underestimated (Engaging Schools Framework (May 2012))

2.2 Transitioning to online Pathways Plans

To assist with the transition to online Pathways Planning, training and support will be provided by the Transitions and Careers section within the Directorate to all education and youth settings that work with young people in the ACT. In addition to this user guide, the Transitions and Careers section will provide support to settings to ensure the effective implementation and administration of online Pathways Planning. A suite of presentations have been developed as a train the trainer model so that trained staff can go back to their schools and present on the Pathways website and provide information sessions to their teams. Alternatively Transitions and Careers staff are happy to come out to settings and present to staff and young people.

Please contact Transitions and Careers for Pathways training opportunities and support on 6205 7044 or careers@act.gov.au.

2.3 Engaging parents, carers and families in the Pathways Planning process

The website allows a young person to share sections of their Plan with their support network in person, by email or they can export modules of their Plan to pdf or print sections.

Schools and settings are also encouraged to communicate with young people's support networks through newsletters, social media and websites so that support networks are aware of the website and are able to engage with young people in their Pathways Planning journey.

The ACT Council of Parents and Citizens Association and the Association of Parents and Friends of ACT Schools Inc (APFACTS) will also be regularly informed about the Pathways website and they will in turn inform the Directorate about how best to communicate with parents and carers.

3.0 Site administration of Pathways

3.1 User management of Pathways

User management (managing young people's registrations and Pathways Plans) is integral to the effective management of the Pathways website. In order to ensure only young people who are genuine users are provided access to the website, an annual reconciliation of all registrations must be completed by each educational setting. This will be done by the **nominated Pathways Planning coordinator or careers advisor** at each educational setting.

Once an educational setting is ready to implement Pathways, the **nominated Pathways Planning coordinator or careers advisor** must contact the Transitions and Careers section (careers@act.gov.au or 6205 7044) and request the establishment of a generic Pathways email address. It is recommended that they request three staff members have full editor access to this mail box. The Transitions and Careers section will coordinate the establishment of the email address with the help of the ICT Shared Services team. We recommend that at least three people have access to the mailbox so that it can be monitored at all times by site administrators, especially in the event of unexpected leave or absences.

The nominated Pathways Planning coordinator or careers advisor at each setting will be responsible for checking the registration emails received from the website to ensure that each young person is enrolled at their setting. In the event of a young person registering and not attending the educational setting they have selected, the Transitions and Careers section should be notified immediately (careers@act.gov.au or 6205 7044) so that further investigations can be made into the validity of the registration.

It is also the responsibility of the Pathways Planning coordinator or careers advisor to inform Transitions and Careers about young people leaving the ACT and/or reaching the age of 17 and who no longer require access to their Pathways Plan. This ensures that the young person's account is disabled and deleted in accordance with the *new Information Privacy Act 2014* and the *Territory Records Act 2002.*

Managing the number of Pathways Plans stored on the server is critical to its speed and once a young person is identified as no longer requiring access, their account must be deleted to avoid Plans taking up unnecessary space on the server. The Transitions and Careers team can generate a report for each setting which can be used as an audit tool to help settings manage their users.

Before deleting any young person's Pathways Plan, an email will be sent to them notifying them of the intention to delete the account and they will be given 30 days to respond with a request to keep the account active. If no response is received the Plan will be deleted.

For ease of management four key user groups have been identified as follows:

Users	Permissions
Young people (10 to 17 years old) in educational/youth settings in the ACT	• Register to use online Pathways website. • Enter content to their Pathways Plan and access/edit this content at anytime. • Provide feedback via the feedback form to ensure the continuous improvement of the Pathways website. • Request additional career guidance through careers@act.gov.au.
Pathways Planning coordinator or careers advisor (site administrators for each setting).	• Manage the inbox for the nominated email account for Pathways registrations. • Review young people's registrations and inform Transitions and Careers of any non-enrolled registrations. • Inform Transitions and Careers if students no longer require access to their Pathways Plan account. • Develop a Pathways implementation plan for their education setting ensuring support from their Principal • Enable the effective roll out and implementation of online Pathways Planning at their setting. • Obtain the consent of parents/carers for their young people to access the Pathways website. • Provide feedback directly or via the feedback form to ensure the continuous improvement of the Pathways website.
Transitions and Careers (system **administrators** for the Pathways website) – Education and Training Directorate.	• Update and manage the content of the Pathways website. • Review users across all educational/youth settings. • Coordinate the establishment of the mailbox accounts for the educational settings to receive registration emails. • Investigate and delete any illegitimate users who have registered and who are not enrolled at a recognised setting. • Seek confirmation from young people leaving the ACT and/or reaching the age of 17 that they no longer require access to their Pathways Plan so their account can be

Users	Permissions
	deleted. • Generate reports on Pathways Plans statistical data for each setting.
Parents/carers, youth workers, careers advisors, pastoral care teachers, teachers, community service case managers or other adults who support young people in planning for their future.	• Support young people to develop goals, plans and access reliable career information. • Provide positive support to young people when they are utilising the website. • Provide consent for young people to access the website.

3.2 Seeking consent for young people to access the website

Schools and settings are recommended to seek consent from parents or carers for young people to access the Pathways website. We encourage settings to incorporate this practice into the school enrolment process and seek consent to access the Pathways website as a sub-section of the educational settings ICT code of conduct agreement. It is the responsibility of the setting to ensure that consent is obtained prior to the young person registering on the Pathways website. The forms are to be retained by the education setting and placed on the young person's file. Appendix A provides a letter template that can be used as a means of informing parents and carers about the website and to seek their consent for their child to access the Pathways website. This letter can be used at any time of the year.

3.3 Supporting young people in Pathways Planning

The Pathways Planning coordinator, careers advisor and / or teachers are encouraged to engage with young people about their future plans. Pathways Planning should be part of an ongoing discussion about career and transition planning. Teachers and significant adults in a young person's life play a major role in a young person's support network in helping them to reflect and plan their next steps in their future pathway.

If a member of the young person's support network becomes concerned about the content in a young person's Pathways Plan, they should follow the educational setting policies and procedures to ensure the safety and well-being of that young person.

3.4 Privacy

It is essential that the young person's right to privacy is maintained. Young people are strongly encouraged to share their Plan with their support network however it is their prerogative if they wish to do this. Adults supporting young people to develop a Pathways Plan need to ensure they understand and adhere to the privacy principles.

The Directorate will not use or disclose a young person's details for any purpose, other than for the effective administration of online Pathways Planning. The collection, use and disclosure of personal information are governed by the *Information Privacy Act 2014*. Please view the Pathways Privacy Statement

at https://pathways.act.edu.au/privacy-statement to learn more about the management of personal information.

3.5 Ready to get started on Pathways Planning – checklist

Here is a quick checklist of things that need to be done before young people can start registering at your educational setting.

- ☐ A Pathways Planning coordinator and/or careers advisor has been nominated to be responsible for managing the effective implementation, roll out and administration of the Pathways website.
- ☐ A Pathways Planning coordinator has attended a Pathways professional development workshop run by the Transitions and Careers section.
- ☐ A request has been sent to the Transitions and Careers section to establish a Pathways email address for their educational setting.
- ☐ Consent has been obtained from parents/carers for young people to access the website and placed on their file.

3.6 Trouble shooting

There are a number of reasons why a user may experience issues. Assuming you are trying to access the site as a registered user, you should check the following:

- Are you connected to the internet? You should check if you can view other web pages.
- Are you using a supported browser? Please note that Internet Explorer 7 or earlier versions are not effective browsers for Pathways. All recent versions of Internet Explorer, Chrome and Fire Fox should work effectively.
- Can you view the home page https://pathways.act.edu.au? If not the server or network could be down or the web page has been blocked by a fire wall. Please contact the Transitions and Careers section if this is the case.
- Are you getting an error message when you enter your log in details? If no error message is appearing, java script maybe disabled in the browser. To resolve this issue, you should follow the instructions at the following link: http://enable-javascript.com/
- Are you getting an incorrect password error message? This is an indication of one of the following: the user does not exist, the user details are incorrect or the user has requested to reset their password but hasn't reset it by accessing the email link. If any of these are the case we recommend that you re-register from the beginning. If you would like a user name/account to be deleted you should contact the Transitions and Careers section so they can delete your user name at the backend.
- Can you view the home page https://pathways.act.edu.au/home? If the answer is no, the java script maybe disabled?

  To resolve this issue, you should follow the instructions at the following link: http://enable-javascript.com/

ACT education settings - Pathways formatting appears unusual

A common issue that has been experienced in schools is a compatibility issue specific to Internet Explorer 9 where the default setting on some machines is not set correctly. Below are two screen grabs showing some of the issues you may see.

Figure 1: Registration page where an additional box appears titled –OR IN-

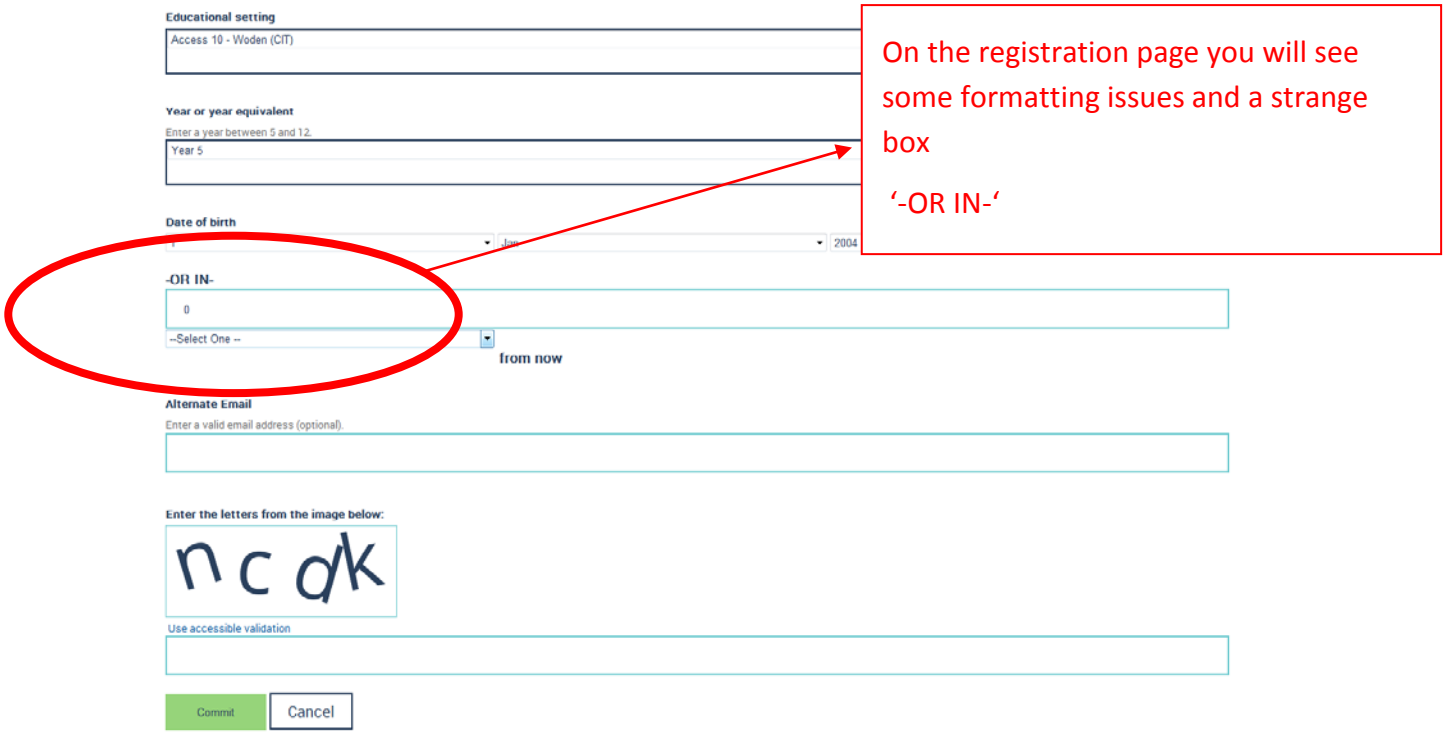
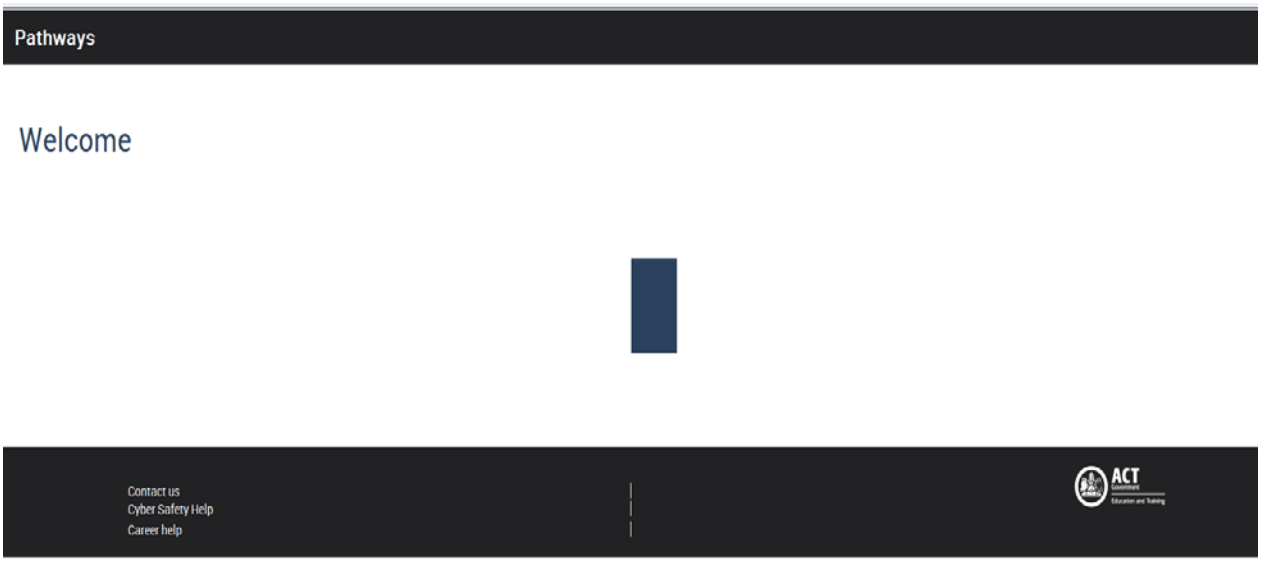
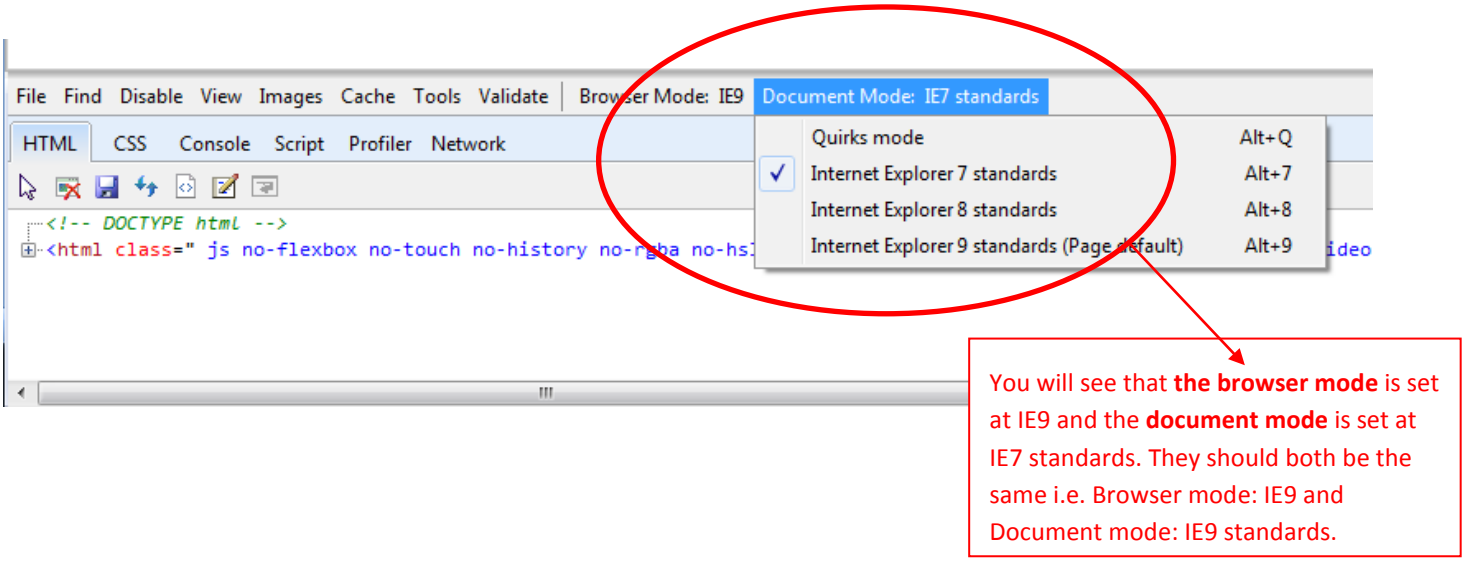


Figure 2: Home page will not download correctly and only a blue box appears



If you click on F12, you will see a screen appear at the bottom of the website and you should follow the following instructions.


File Find Disable View Images Cache Tools Validate
Browser Mode: IE9
Document Mode: IE7 standards
HTML CSS Console Script Profiler Network
Quirks mode Alt+Q
Internet Explorer 7 standards Alt+7
Internet Explorer 8 standards Alt+8
Internet Explorer 9 standards (Page default) Alt+9
<!-- DOCTYPE html -->
<html class=" js no-flexbox no-touch no-history
You will see that the browser mode is set at IE9 and the document mode is set at IE7 standards. They should both be the same i.e. Browser mode: IE9 and Document mode: IE9 standards.

On the display menu the last option is document mode and this should be set at IE9 standards and not IE7 standards. This can be changed by clicking on the heading and a drop down menu will appear with IE9 standards in it. By clicking on IE9 standards, the issues of downloading and formatting should be resolved.

As this default behaviour is specific to Internet Explorer 9, to avoid this issue you can use another browser such as Chrome or Firefox. Shared Services have advised that they expect that all of the EDU.net computers should be upgraded from Internet Explorer 9 to Internet Explorer 11 by the end of the year.

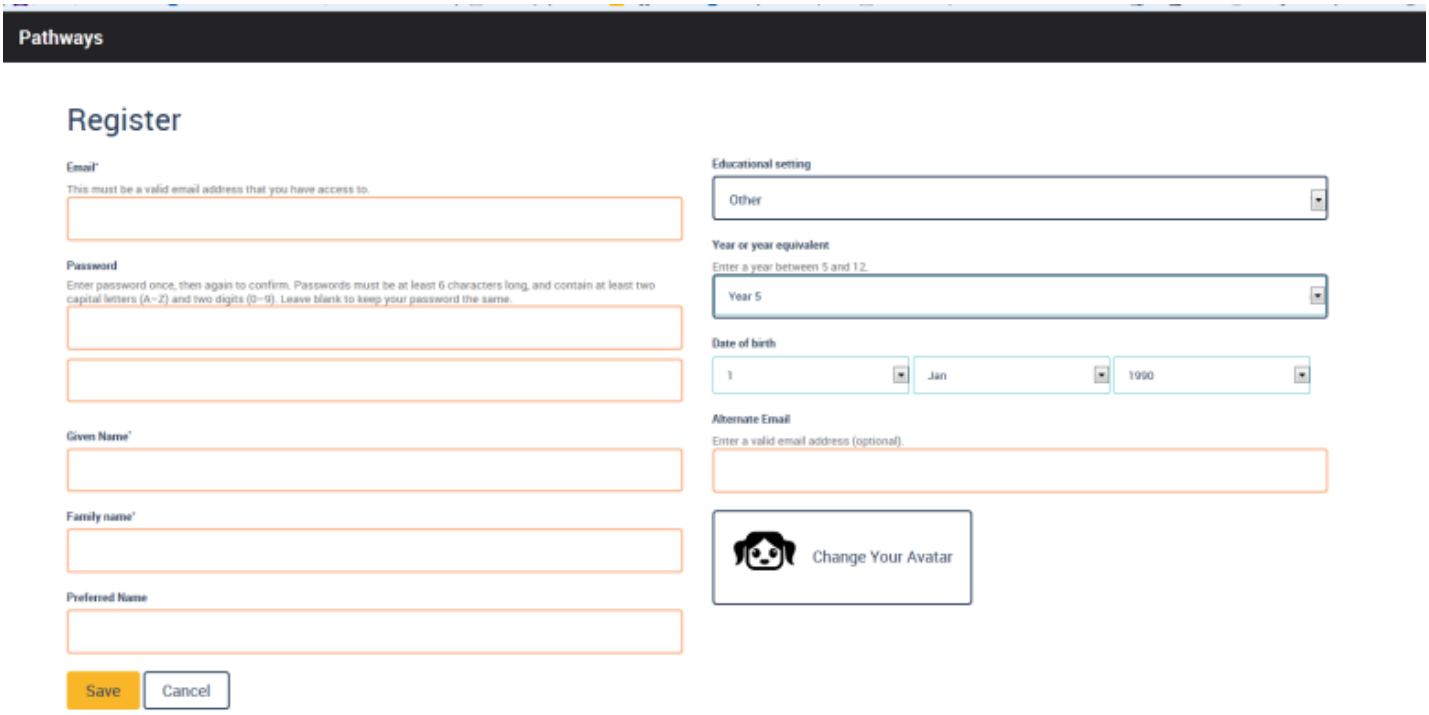
If at any stage you or your young people are unable to access the Pathways website, please contact the Transitions and Careers team (careers@act.gov.au or 6205 7044) to report the issue straight away.

4.0 Practical guide on how to use Pathways

4.1 Registration process

Young people can register on Pathways at anytime by completing the registration form. They are requested to provide the following information:

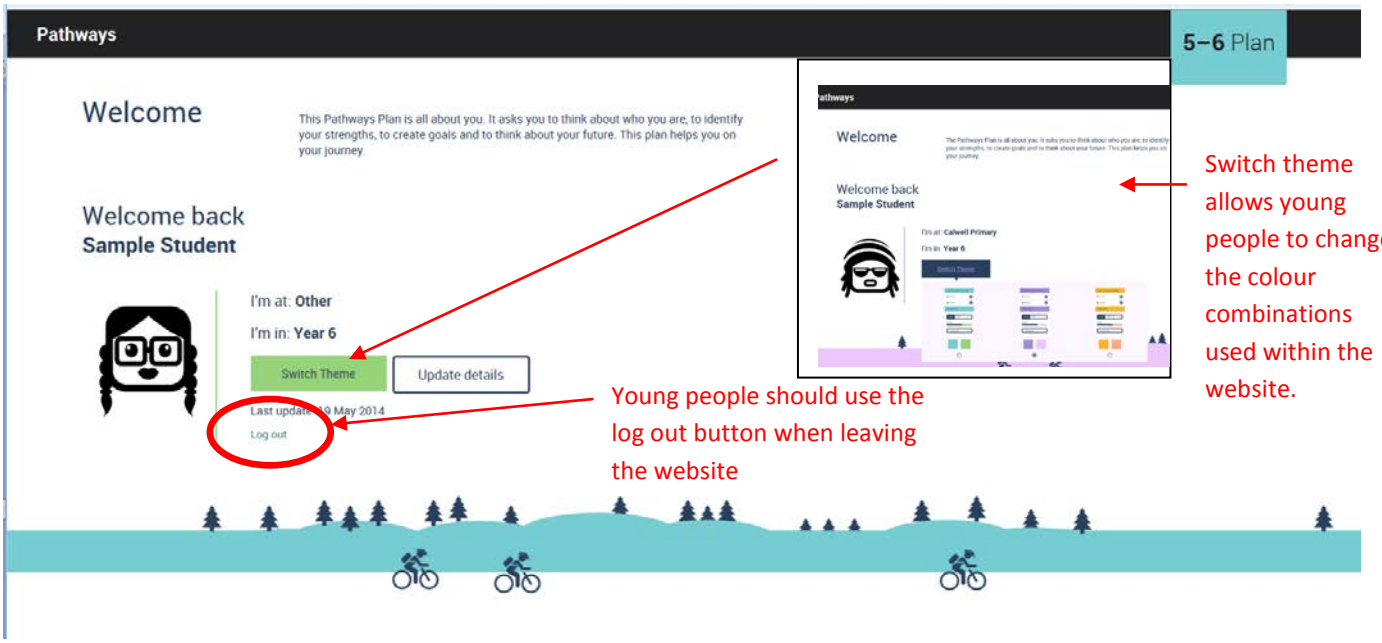
- Email address
- Password (must be at least 6 characters long, contain at least 2 capital letters (A-Z) and two digits (0-9) *(These stringent settings are a requirement of any secure government website under the Shared Services Information and Communications Technology (SSICT) standards).*
- First and second name (we strongly recommend they use their real name for verification purposes)
- Preferred name
- Educational setting
- Year or year equivalent
- Date of birth
- Alternate email address
- They can select an avatar image for their account.


Pathways
Register
Email*
This must be a valid email address that you have access to.
Password
Enter password once, then again to confirm. Passwords must be at least 6 characters long, and contain at least two capital letters (A–Z) and two digits (0–9). Leave blank to keep your password the same.
Given Name*
Family name*
Preferred Name
Save
Cancel
Educational setting
Other
Year or year equivalent
Enter a year between 5 and 12.
Year 5
Date of birth
1
Jan
1990
Alternate Email
Enter a valid email address (optional).
Change Your Avatar

4.2 Functionality of Pathways

Below is a screen grab of the landing page, the page you arrive on after registering (they differ slightly for each Plan (5-6, 7-10, 11-12). The year at school the young person is currently attending determines which Plan will open and which one they will be able to edit. Young people are only able to make changes in their relevant Plan, however they can go back and view their other Plan/s.

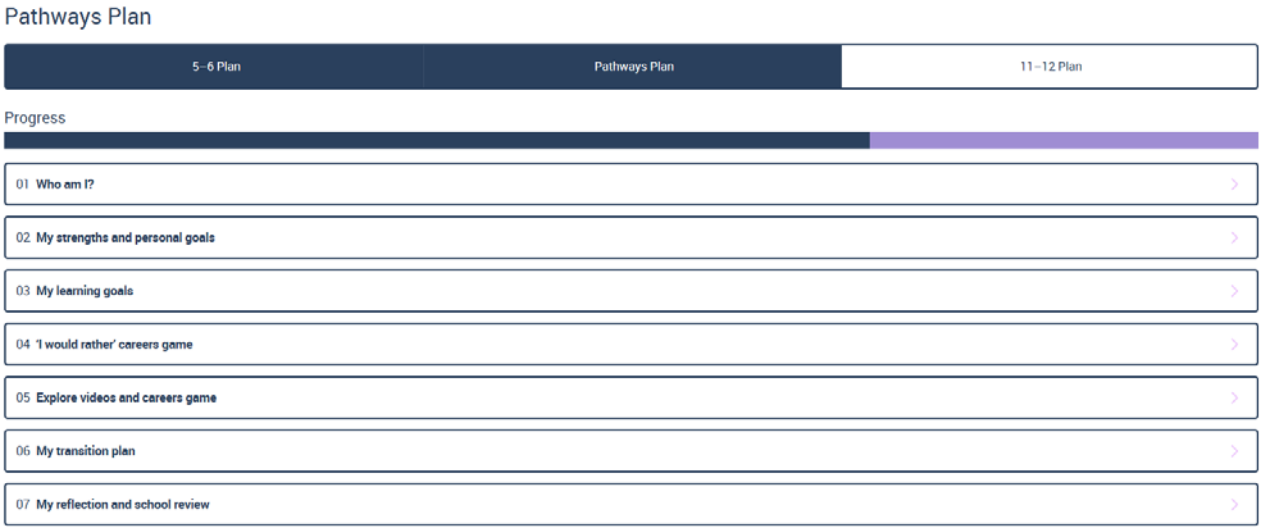
On the landing page students are able to update their details or change their theme (colour combinations). At any stage they can update their email address or password or update the school they are attending. They are also encouraged to use the 'log out' button under the switch theme box.


Pathways
5–6 Plan
Welcome
This Pathways Plan is all about you. It asks you to think about who you are, to identify your strengths, to create goals and to think about your future. This plan helps you on your journey.
Welcome back
Sample Student
I'm at: Other
I'm in: Year 6
Switch Theme
Update details
Log out
Switch theme allows young people to change the colour combinations used within the website.
Young people should use the log out button when leaving the website

4.3 Content of the 5-6 Plan

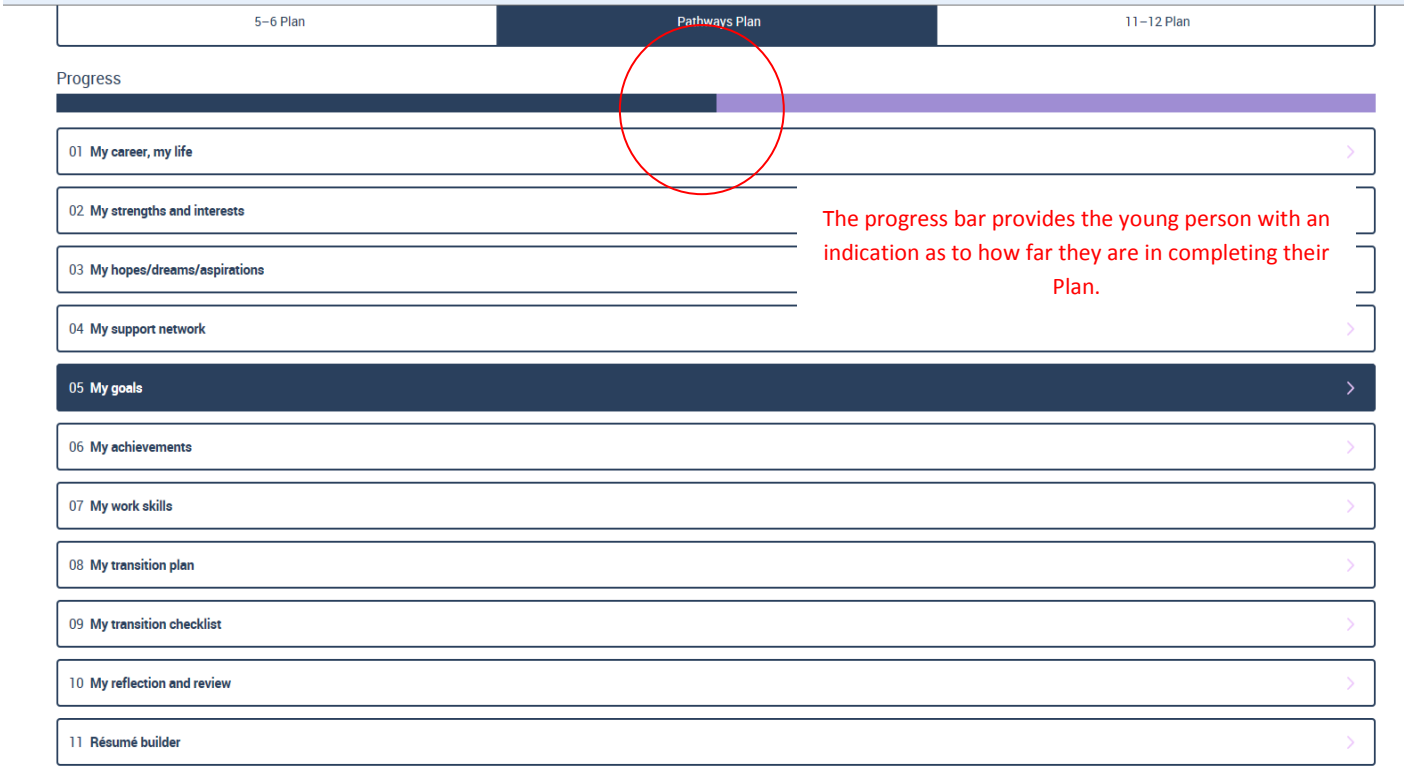
There are seven modules within the 5-6 Plan; the main focus of this Plan is for young people to get to know themselves and identify their strengths, set goals and identify steps to achieve these goals and identify who can help them to achieve these goals.

At the end of each of these modules the young person is asked to save and save and continue to the next module.



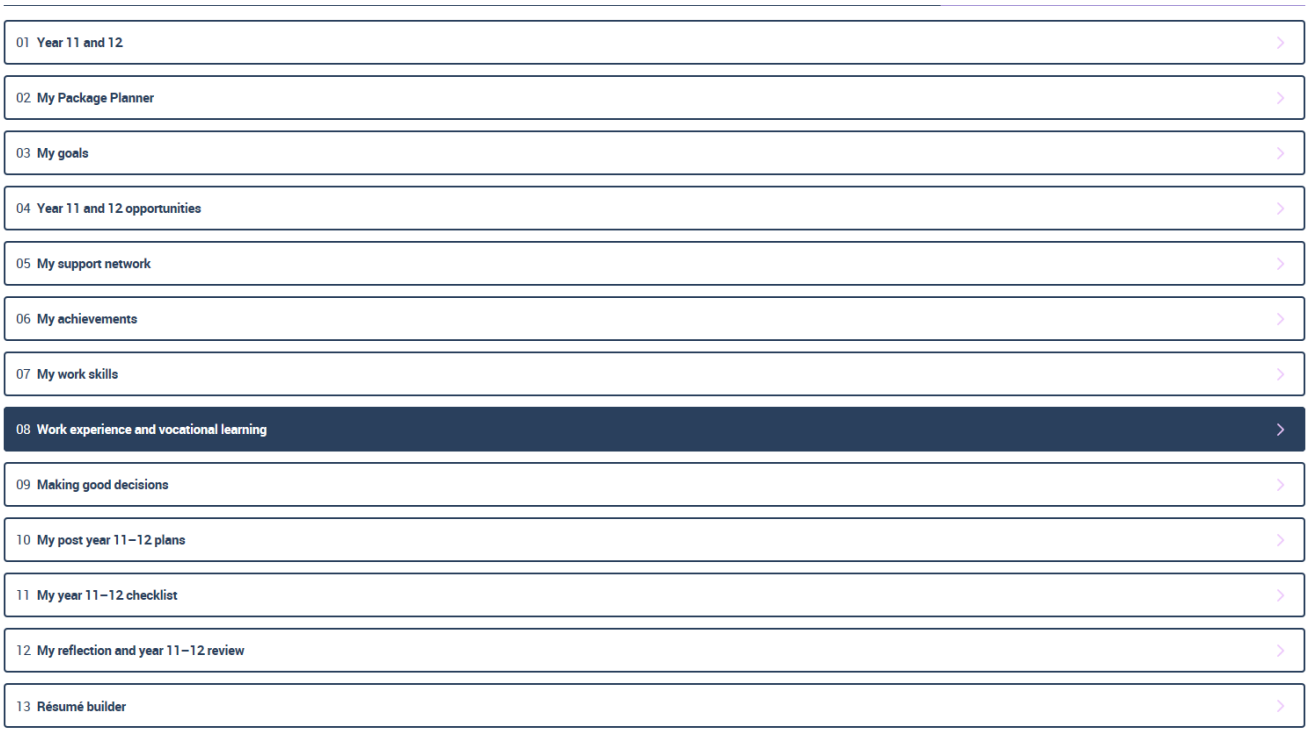
4.4 Content of the Pathways Plan (7-10)

There are 10 modules and the resume builder within this Pathways Plan section. The main focus of this Plan is for young people to identify their strengths and interests and consider their hopes, dreams and aspirations. It helps young people consider setting SMART goals and identify their achievements, all of which form part of their resume. It allows them to identify their skill strengths and develop a transition plan through school and beyond. At the end they are able create a resume that is developed from the information they have entered into Module 06 My achievements section of their Plan.


5–6 Plan
Pathways Plan
11–12 Plan
Progress
01 My career, my life
02 My strengths and interests
03 My hopes/dreams/aspirations
04 My support network
05 My goals
06 My achievements
07 My work skills
08 My transition plan
09 My transition checklist
10 My reflection and review
11 Résumé builder
The progress bar provides the young person with an indication as to how far they are in completing their Plan.

4.5 Content of the 11-12 Plan

There are 12 modules and a resume builder within the 11-12 Plan. The main focus of this Plan is for young people to think about what they want to achieve in the future and what they need to do in order to achieve this, as well as their goals and aspirations. It helps a young person to identify the skills required in the workplace, learn about making a career enhancing decision and it supports them to become familiar with the terminology used in years 11 and 12 and the world beyond. It promotes career building opportunities such as for work experience, and provides young people with the opportunity to think about their post year 12 plans and a checklist of what things they need to consider post year 12.


01 Year 11 and 12
02 My Package Planner
03 My goals
04 Year 11 and 12 opportunities
05 My support network
06 My achievements
07 My work skills
08 Work experience and vocational learning
09 Making good decisions
10 My post year 11–12 plans
11 My year 11–12 checklist
12 My reflection and year 11–12 review
13 Résumé builder

4.6 Additional functionality of the website

4.6.1 Links to additional resources

Throughout the Plans there are links to other career resources to help develop further thinking about Pathways. These resources will be updated on a regular basis to ensure they remain current and relevant to young people. All of the links used within the website meet the Career Industry Council of Australia's (CICA) guiding principles for career information products.

Some of the links used include:

The myfuture - http://www.myfuture.edu.au

The Job Guide - http://www.jobguide.thegoodguides.com.au

Youth Central - http://www.youthcentral.vic.gov.au/

BSSS - http://www.bsss.act.edu.au/years_11_and_12/colleges

Make Your Mark - http://www.makeyourmark.edu.au

CIT - http://cit.edu.au/partnerships/apprenticeships/become_an_apprentice

AApathways - http://www.aapathways.com.au/Career-Resources/Industry-Career-Information---Quizzes

College Guide - http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school/college-guide-2015

UAC Guide - http://www.uac.edu.au/documents/publications/year10-booklet-17.pdf

Hobsons - http://www.hobsonscoursefinder.com.au/course/search#.VAPSepSSx8E

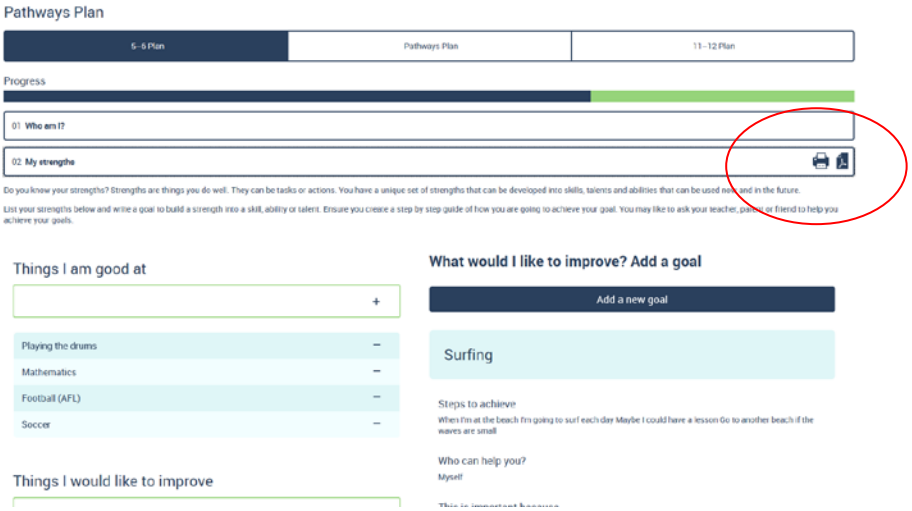
UAC - (Universities Admissions Centre) - http://www.uac.edu.au

Study in Australia (for International students) - http://www.studyinaustralia.gov.au

Australian Defence Force - http://www.defencejobs.gov.au

4.6.2 Ability to print or covert sections to pdf

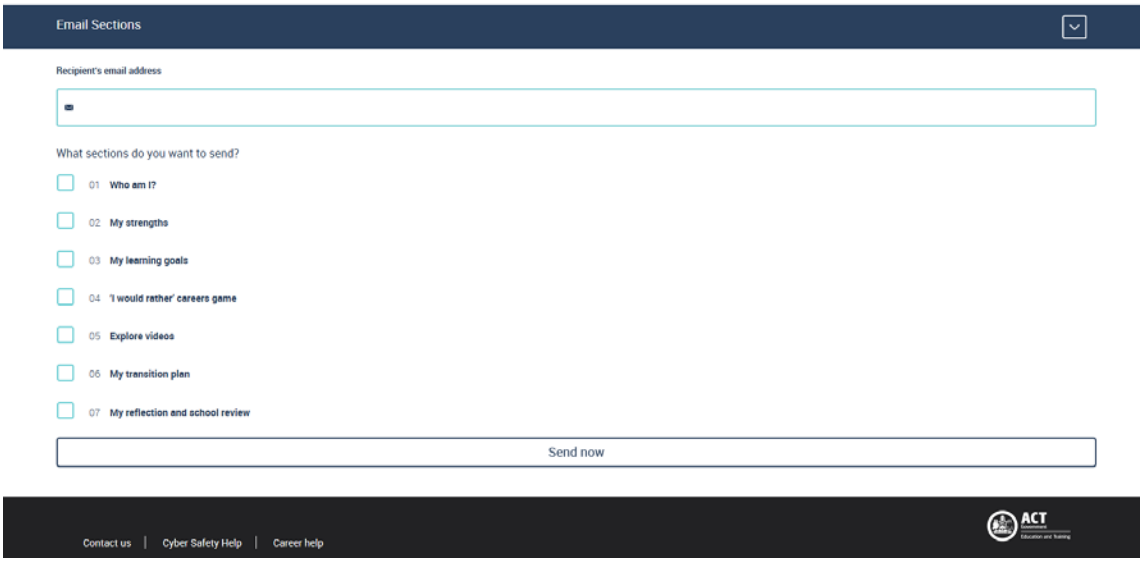
Young people can save any or all of the modules as a pdf, email or print so they can share their Plan with their parents, carers, teachers, youth workers, careers advisors, community service case managers and other adults who are supporting them to plan for their future.



These icons allow the young person to print or convert to pdf. This can be done in all modules.

4.6.3 Ability to email sections

As with the ability to print or convert to pdf, young people can also email all or any of the modules to members of their support network.


Email Sections
Recipient's email address
What sections do you want to send?
01 Who am I?
02 My strengths
03 My learning goals
04 'I would rather' careers game
05 Explore videos
06 My transition plan
07 My reflection and school review
Send now
Contact us | Cyber Safety Help | Career help
ACT

4.6.4 Resume builder

The resume builder provides young people with the essential information required within a resume. The Plan collects information entered by the young person from the "My achievements" section of the 7-10 and 11-12 Plans. This forms the basis of the resume. The resume is in a rich text format (RTF) which means that it can be opened by many different text editors on many different devices. The resume can also be opened by MS Word and saved as a word document.

When young people open the resume in Pathways their device will choose an editor that can read rich text format (RTF). The young person can choose to change the default editor so it is always opened, for example, by Microsoft Word. This is easy to do in Windows and MacOS on a laptop or PC.

Here is a link to instructions on how to change the default programs available in Windows 7:

http://windows.microsoft.com/en-au/windows/change-default-programs#1TC=windows-7

Here is a link to instructions on how to change default applications on Macs: http://www.tech-recipes.com/rx/2573/os_x_how_to_change_default_application_to_open_file_type.

4.6.5 Cyber safety help

A hyperlink to the cyber safety help website has been provided to remind young people of the importance of online safety. It is an Australian Government initiative designed to help keep children and families safe online.

4.6.6 Accessing further career help

The Pathways website reinforces at a number of levels the importance of the young people's support networks and we encourage them to use these sources of help in the first instance. If they are unable to

access a careers advisor or Pathways Planning coordinator, we recommend they contact Career help via email. The link is located at the bottom of each page.

Career help provides young people with the opportunity to ask for assistance in the form of a question which is sent through to the Transitions and Careers email address (careers@act.gov.au). The Transitions and Careers team will endeavour to respond appropriately to their request.

4.6.7 Providing feedback on the Pathways website

The Pathways website is a constantly evolving tool/resource that will be continuously reviewed, revised, added to and improved. It is important that we seek your feedback to ensure we continue to meet the needs of young people.

If you or young people have feedback we strongly encourage you to complete the feedback form link located on the contact us page.

Appendix A: Template letter to parents/carers and families introducing Pathways Planning and seeking consent for young people to access the Pathways website.

Dear Parents/Carers

RE: Request for consent for your child to access the online Pathways Planning website

The ACT Education and Training Directorate has developed a Careers and Transitions website known as *Pathways* to support young people to reach their potential by engaging in planning for their future and providing them with a variety of useful career development activities to develop their future pathway.

Pathways is hosted by the ACT Education and Training Directorate, ACT Government. Personal information such as the young person's name, email, education setting, date of birth and their school year are required as part of the registration process and these are entered by the young person. They create their own Pathways Plan which is password protected and they are the only ones who can view their Plan. The young person can only share information on their Pathways Plan by printing it out, saving it as a pdf, allowing another person to view it online or by emailing a copy to another person, such as their parent/carer or teacher. All information saved on the website is stored securely and kept private and will not be used or disclosed for any other purpose than the effective administration of the Pathways Planning program.

Participation in Pathways Planning is strongly encouraged for all young people as it provides them with opportunities to develop self-awareness and to practise decision making, goal setting and self management. Young people will have access to a range of interactive learning modules that allow them to achieve career management competencies which support their successful transition through education and training and to the world of work. Pathways Plans are designed to be completed by young people in partnership with their teachers, careers advisors, parents/carers, youth workers or other adults who support them to plan for their future. For it to be an effective process we encourage young people to regularly review their Plan throughout the year, especially at times of change or transition.

In order for students to participate in online Pathways Planning whilst at school, we are seeking your consent for your child to self register and access the https://pathways.act.edu.au website. Once registered, they can complete Pathways Planning activities from any web based device (mobile, tablet, desktop), from anywhere and at anytime. Please be advised that access to the website outside of school is the responsibility of the parent/carer.

If you have any queries regarding consent for your child, please contact the school. If you have any queries regarding the *Pathways* website, please contact Transitions and Careers, ACT Education and Training Directorate on 6205 7044 or careers@act.gov.au.

Yours sincerely

School Principal

Month/Year

Consent form to access online Pathways Planning website

(https//:pathways.act.edu.au**)**

Please circle one of the following:

YES, I GIVE PERMISSION

NO, I DO NOT GIVE PERMISSION

for my child _____

(Your child's full name)

Date of birth _____ to register to create a *Pathways Plan* on the following website https://pathways.act.edu.au and participate in the online Pathways Planning program whilst at school.

School currently attended: _____

Parent/carer name: _____

Parent/carer signature: _____Date: _____

The information on this form is collected by the ACT Education and Training Directorate to assist in managing approvals for students to participate in the Careers and Transitions *Pathways* website https://pathways.act.edu.au. Information on this form is personal information and will be stored, used and disclosed in accordance with the requirements of the *Privacy Act 1988* and the *Freedom of Information Act 1989*

Appendix B: The Scope and Sequence of Career Competencies in Pathways Planning

AREA A: PERSONAL MANAGEMENT

The competencies highlighted in the yellow refer to the 5-6 Plan, green refers to the Pathways Plan (7-10) and blue refers to the 11-12 Plan.

CAREER COMPETENCIES	PHASE I 5-6 Plan	PHASE II Pathways Plan	PHASE III 11-12 Plan	PHASE IV
1. Build and maintain a positive self-image	1.1 Build a positive self-image while discovering its influence on self and others	1.2 Build a positive self-image and understand its influence on life and work	1.3 Develop abilities to maintain a positive self-image	1.4 Improve on abilities to maintain a positive self concept
2. Interact positively and effectively with others	2.1 Develop abilities for building positive relationships in life	2.2 Develop additional abilities for building positive relationships in life	2.3 Develop abilities for building positive relationships in life and work	2.4 Improve abilities for building positive relationships in life and work
3. Change and grow throughout life	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth	3.3 Learn to respond to change that effects your well being.	3.4 Develop strategies for responding positively to life and work changes

AREA B: LEARNING AND WORK EXPLORATION

CAREER COMPETENCIES	PHASE I 5-6 Plan	PHASE II Pathways Plan	PHASE III 11-12 Plan	PHASE IV
4. Participate in life-long learning supportive of career goals	4.1 Discover life-long learning and its contribution to life and work	4.2 Link life-long learning to personal career aspirations	4.3 Link life-long learning to the career building process	4.4 Participate in continuous learning supportive of career goals
5. Locate and effectively use career information	5.1 Discover the nature of career information	5.2 Locate and use career information.	5.3 Locate and evaluate aa range of career information	5.4 Use career information effectively in the management of your career
6. Understand the relationship between work, society and the economy	6.1 Discover how work contributes to individuals' lives	6.2 Understand how work contributes to the community	6.2 Understand how work contributes to the community 6.3 Understand how societal needs and economic conditions influence the nature and structure of work	6.4 Understand how societal needs and economic conditions influence the nature and structure of work

AREA C: CAREER BUILDING

CAREER COMPETENCIES	PHASE I 5-6 Plan	PHASE II Pathways Plan	PHASE III 11-12 Plan	PHASE IV
7. Secure/create and maintain work	7.1 Explore effective ways of working	7.2 Develop qualities to seek and obtain/create work	7.3 Develop abilities to seek, obtain/create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
8. Make career enhancing decisions	8.1 Explore and improve decision-making	8.2 Link decision-making to career building	8.3 Engage in career decision-making	8.4 Incorporate realism you're your career decision-making
9. Maintain balanced life and work roles	9.1 Explore and understand the interrelationship of life roles	9.2 Explore and understand the interrelationship of life and work roles	9.3 Link lifestyles and life stages to career building	9.4 Incorporate life/work balance into the career building process
10. Understand the changing nature of life and work roles	10.1 Discover the nature of gendered life and work roles	10.2 Explore non-traditional life and work options	10.3 Understand and learn to overcome stereotypes in life and work building	10.4 Seek to eliminate gender bias and stereotypes in your career building
11. Understand, engage in and manage the career building process	11.1 Explore the underlying concepts of the career building process	11.2 Understand and experience the process of career building	11.3 Take charge of your career building process	11.4 Manage the career building process